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**COURSE SYLLABUS**

Spring 96

**ED 531: Health Education for Teachers**

3 Units

**Catalogue Description:**

A health education course for teachers which will identify and explore modern concepts of health and health education in the schools. Emphasis will be placed on current health issues; common health problems of children and adolescents; good nutritional health habits, malnutrition, and nutritional deficiencies; and the dynamics and effects of chemical use and abuse. The course meets the state requirements for the Clear Credential.

**Course Objectives:**

1. To develop an understanding of the causes and methods which infectious diseases are communicated.
2. To identify the educational considerations and adaptation necessary to facilitate a healthy learning environment for school-age children and adolescents who are exposed to and are themselves carriers of infectious diseases.
3. To develop an understanding of sexually-transmitted diseases and the educational considerations necessary to facilitate their identification, treatment and control.
4. To develop an understanding of sexual function, the related health concerns and precautions about which adolescents may need counseling as their reproductive systems mature and sexual drives influence behavior.
5. To develop an understanding of basic nutritional needs, the functions of nutrients in the body, and the importance of good nutritional habits.
6. To identify the signs of nutritional deficiencies and malnutrition.
7. To develop an understanding of the effects of psycho-active drugs on the body, the health-related problems associated with their use and abuse, and the behavioral signs of drug use by school-age children and adolescents.
8. To develop an understanding of chronic and stress-related disorders experienced by school-age children and adolescent and the educational considerations appropriate to them.

**Recommended Texts:**

Page, R. & Page, T. (1993). Fostering Emotional Well Being in the Classroom. Boston: Jones and Barlett Publishers.

Insel, P. & Roth, W. (1996). Core Concepts in Health. Mountain View, CA: Mayfield Publishing Co.

(For students teaching grades 7-12)

Meeks, L., Heit, P., & Page, R. (1996). Comprehensive School Health Education (2nd. Ed.). Blacklick, OH: Meeks Heit Co.

(For students teaching grades K-6)

### **Major Study Units:**

1. The role of pathogenic organisms in communicable disease, their chain of infection, means of transmission, and the body's defenses against such disease-causing organism.
2. Sexually-Transmitted Diseases: Their cause, typical illness progression, susceptibility, cure, and educational progression.
3. Chronic Diseases: Their symptoms, treatment and prognosis in school age children and adults.
4. Sexual function as it relates to puberty, sexual identity, the sexual drives of adolescents and educational concerns.
5. Contraception and unplanned teenage pregnancy.
6. Nutrition and health, nutritional deficiencies and malnutrition.
7. The effects of specific psycho-active drugs on the central nervous system and subsequent behavior.
8. The effects of the use and abuse of specific psycho-active drugs, and identification of symptoms of use.

### **Evaluation:**

The evaluation of each student will be based on the following course requirements:

1. Attendance: College policy states that student absence from 20% of the contact hours of any course is sufficient grounds for a grade of "F". An absence from 20% of the contact hours of this course is two (2) meetings of three (3) hours.
2. Class participation in discussion and activities.
3. Tests: Unit tests and final examination.
4. Major Paper:
  - A. Required of all students taking the class for full university credit.
  - B. Must be typed and a minimum of 8 pages in any health topic appropriate to school health education agreed upon by the instructor and the student.
  - C. A minimum of eight (8) resources (journal articles, magazines, books, authoritative interviews, etc.).

### **Course Requirements and Evaluation:**

The evaluation of each student will be based on the following course requirements:

1. Attendance
2. Class participation in discussions and activities
3. Visitation report on program or organization providing health-related services of drug education/rehabilitation (Due:\_\_\_\_\_)
4. Written review of two journal articles (Due:\_\_\_\_\_)
5. Presentations of mini teaching unit designed by student for classroom use (Due:\_\_\_\_\_)
6. Written paper and oral presentation covering topic of student's choice (Due:\_\_\_\_\_)
7. Selected reading
8. Final Exam

For postbaccalaureate work at Chapman University, a grade of C is considered average and a grade of B is considered above average. *The grade of A is awarded only in cases of clearly exceptional performance.* Students working toward a teaching credential or a masters degree are expected to maintain a 3.0 (B) GPA.

### Bibliography

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- Rosenbedrg, H., & Feldzaman, A. N. (1975). The Book of Vitamin Therapy. New York: Berkeley-Windhover.
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